Crafting Connections: SLP Strategies for Facilitating Spontaneous Storytelling in People with Aphasia

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INTRODUCTION

- People embed personal stories in conversation to connect and share attitudes, opinions, and emotions about past events (Eggins & Slade, 1997; Norrick, 2000; Ochs & Capps, 2001).
- Sharing personal stories is crucial, as it helps an individual with aphasia reconnect with others and rebuild their identity (Strong & Shadden, 2020).
- Understanding the interactive behaviors of Speech-Language Pathologists (SLPs) who skillfully promote storytelling during conversational interactions may help create opportunities for people with aphasia to express their stories during conversation (Corsten & Hardering, 2018).

RESEARCH QUESTIONS

1. What percentage of PWAs share ENs in conversations with SLPs?
2. Which SLP turn-types facilitate ENs?
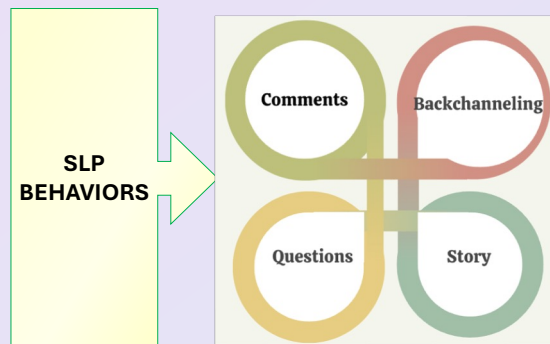3. What is the distribution of ENs across SLP turn-types?

METHOD

- 28 PWAs participated in a 15-minute conversation with an unfamiliar SLP trained to use the Social Conversation Collection Protocol (SCCP; Leaman & Edmonds, 2021).
- The SLP uses a variety of behaviors, e.g., sharing their own embedded narratives (ENs), making comments, maintaining interest, asking topical questions, and following the PWA's topic lead.
- Neither PWA/SLPs knew ENs would be analyzed.
- Data-driven approach with consensus coding applied for analyses.

RESULTS

RQ 1: ENs occurred in 27/28 (96.4%) of conversations.

RQ 2: SLP Turn-types

SLP BEHAVIORS → Comments, Backchanneling, Questions, Story

Backchanneling

1. P: And (um) so you worked at UCL.
2. P: That's [PIUR].
3. P: Yeah.
4. P: UCL has a pretty good theater program.
5. A: Oh yeah [YES].
6. A: <Mhm> [YES].
7. P: <Yeah> [YES].
8. P: <Yeah>.
9. A: It's it's fun [RP].
10. P: Mhm.
11. P: Yeah.
12. P: <Yeah>.
13. A: <Yeah> [YES].
14. A: Very nice.
15. A: Oh (um) [CANZ].
16. A: But (um) I (uh) went to KU.
17. P: Mhm.
18. P: Mhm.
19. A: (Um) and its lot of stuff going on [RP].
20. A: I mean its just very nice [RP].
21. P: Mhm.
22. A: But it's (um) [IUAB][RP].
23. A: But anyway (um) I (uh) went to (uh uh) taught at KU, I mean [COEL].
24. A: It's a it's a nice job [RP].
25. P: Mhm.
26. A: It's Philly [DP].
27. P: Yeah yeah.
28. A: It's it's alright, you know [RP].

SLP facilitating turn ⬤
PWA Story ⬤

RQ 3: Distribution of PWA ENs for SLP turn-types

SLP turn-type	Total(%)	Mild	Mod	Sev	Nonfluent	Fluent
Question-closed	3(4%)	1(1%)	1(1%)	1(1%)	0(0%)	3(4%)
Question-Y/N	17(21%)	9(11%)	6(8%)	2(3%)	1(3%)	16(20%)
Question-open	9(11%)	4(5%)	3(4%)	2(3%)	2(3%)	7(9%)
Comment	38(48%)	24(30%)	8(10%)	6(8%)	4(5%)	34(43%)
Story*	7(11%)	4(6%)	3(5%)	0(0%)	1(2%)	6(9%)
Back-Channelling	12(15%)	9(11%)	1(1%)	2(3%)	2(3%)	10(13%)
Total Participants	28	13	10	5	6	22
Total ENs	80	48	21	11	8	72

Note. mean time post-onset=59 months; (6-232 months). Type/severity evaluated with Western Aphasia Battery – Revised (Kertesz, 2006): mild anomia (11 PWA); conduction (mild/2; moderate/4; severe/1); Wernicke's (moderate/1; severe/2); transcortical sensory (moderate/1); Broca's (moderate/3; severe/2); transcortical motor (moderate/1); *24/28 samples included an SLP-produced story, so denominator for 'story' category is adjusted to account only for the 64 narratives within those samples.

DISCUSSION

- SLPs can use the SCCP to sample EN production in PWA, even in an initial assessment.
- ENs emerged spontaneously, without request by the SLP.
- The rate of ENs diminished as aphasia severity increased and was higher for conversationalists with fluent versus non-fluent people.
- ENs were produced in response to interest in the topic being shown by the SLP, independent of the structural turn-type the SLP used.